INTRODUCTION

In the present research work, we were interested in "social case" adolescents placed in institutions. According to the definition given by Lacapère (1985), the "social case" adolescents are adolescents:
- whose families, for financial, moral or social reasons can not or do not want to take care of them,
- who have been battered, and whom the judge has decided to take away from their family,
- delinquents for whom the judge has decided on an educative placement in a social institution.

These adolescents with family and social adaptation problems were taken care of by a social service (service d'Aide Social à l'Enfance) and were placed in homes or in child-care institutions. The educative communities that take care of them are referred to as institutions for "social cases". One can define them (Bentz J., 1978) as being "centers for care, psychological help, orientation, reinsertion and sometimes readaptation". These homes are part of institutions caring for inadapted children and adolescents; but the reasons for the placement of "social case" adolescents are always of a social nature (perturbation in the family structure, sickness, imprisonment of a parent, alcoholism, pauperism, ...). In addition to that, it is often true that the adolescents have specific psychological problems: fragility from a psychological point of view, difficulties in school,
although social handicap does not fatally engender school failure.

**Hypotheses**

In this study, our general hypothesis is as follows: The evolution of personal identity is closely dependant on the network of parental images and on the organization of the roles and collective identities that the subject integrates. A brutal restructuration (due to external or internal causes) of this organization can lead to an identity crisis, and/or provoke problems in behavior as well as in individual and relational representations.

We attempted to determine the modes of interaction between self-image, aspiration levels and choice of an admired model in "social-case" adolescents, boys and girls, as compared to a control group of boys and girls displaying no signs of social difficulties.

In this comparative study, our hypotheses are as follows:

**H1 (social)**

When the adolescent does not have any relationships, or has conflictual ones with his parents, and he suffers from low quality relationships on a day-to-day basis, and from low socialization ("social case" living in an institution):
- his self-esteem is affected.
- he also thinks that his parents have a low value representation of him.

Through his desire for future change, any adolescent tries to overcome the negative aspects of his ego. We therefore expect to find in any adolescent a more positive future self-image than the current one. This difference should be greater in "social case" adolescents.

Because of the fact that the "social case" adolescent has no relationships, or conflictual ones with his parents, he should have problems in identifying with them.

The "social case" adolescent should have a lower aspiration level because of frustrations and failures experienced earlier on.

**H2 (sex related differences)**
Through a definition of identity taking into account the social dimension, and "male" characteristics of aspiration, ambition for example, girls should have lower self-esteem and lower aspiration levels than boys. This difference should be greater between boys and girls in the "social case" group.

**METHODS AND POPULATIONS**

I. Methods:

The images: self-esteem and social images.
The common support for each one of the self-image tests is a list of 30 adjectives composed of 15 qualities (attentive, courageous, clever, energetic, ...) and 15 faults (egotistic, high strung, distracted, mean, ...) (inspired from an earlier study (Tap, 1985), but reduced and remodeled in order to better adapt it to the adolescents' vocabulary.
The subject was asked to choose 10 of the 30 adjectives in each one of the tests constituted by the following questions:
a) How do you see yourself? (self-image),
b) How does your father see you? (social image via the Father)
c) How does your mother see your? (social image via the Mother)
d) How do you see yourself in the future? (Future self-image).

Self-esteem was computed by the number of qualities selected; For each one of the texts we obtained a score ranging from 0 (10 faults selected) to 10 (10 qualities selected). using these four images, a global self-esteem score was computed (0-40).
The scores obtained allow defining three classes: positive esteem (+), average esteem (=), negative esteem (−). (I)
Aspiration level and its five dimensions.

(I) These classes, defined using the program Worm Stat (Macintosh) are as follows:
low self-esteem : 13-25 (−)
average self-esteem : 26-32 (=)
high self-esteem : 33-40 (+)
Inspired by tests proposed by F. Robaye (1957), we asked the adolescents to situate themselves ("that's me", "that's not me") with regards to 20 statements, divided into the five following themes (four statements per theme):

* **self accomplishment**: desire to do, to succeed, to obtain the means of succeeding, to finish what has been begun.

* **idealistic ambition**: desire to identify with prestigious models, to become someone, to constantly make projects.

* **self affirmation**: to be combative, to like competition and risk, to want to prove oneself, to measure oneself against others, to appear.

* **refusal of feelings of inferiority and guilt**: to not want to criticize oneself, to refuse being belittled or being afraid of being judged badly.

* **refusal of retreat**: to not want to live from day to day, not want to escape problems, to accept heavy work loads.

Each one of these 5 dimensions is scored from 0 to 4. The global score (0 to 20) is taken as the general Aspiration Level (AL) which can be high (AL+), average (AL=) or low (AL-).

Here also, the results obtained allowed the constitution of 3 classes for the general aspiration level (AL+, AL=, AL-), (2).

The five identifications: father, mother, brothers or sisters, friends (peers) and other persons.

Inspired by the works of H. Hector Rodriguez-Tomé on "significative privileged adults" (1965), we asked the adolescents the following question: "Among the adults that you know, is there one of them that particularly deserves your admiration?". We suppose that the admired person is one whom the adolescent implicitly identifies himself with. Analysis of the answers to this question allowed classifying the answers obtained in five

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(2) Distribution of the aspiration level scores:
- Low aspiration level: 2-7 (-)
- Average aspiration level: 8-9 (=)
- High aspiration level: 10-14 (+)
categories: father, mother, brother or sister, peers, other persons. (3)

POPULATION

The study involved 60 adolescents aged from 14 to 15 years.

The experimental group comprised 30 so-called "social case" adolescents, 15 boys (SCB) and 15 girls (SCG), living in an institution for "social cases" (in 5 different "homes" or "half-way houses").

The control group comprised 30 students from a collège d'enseignement secondaire, in troisième (9th grade), 15 boys (CB and 15 girls (CG).

RESULTS

A correspondance factor analysis (Benzecri, 1973)(4) was undertaken in order to situate the relations and the oppositions between the images, the aspiration and the admired models (forty variables). It brought forth the importance of factors 1 and 4 (graphic) in explaining the variation in the answers for each of the four groups of subjects ("social case" boys and girls, boys and girls from the control group). Factors 2 and 3, in spite of their importance, were not taken into account.

(3) Identification with other persons is not evoked in the results. It is little correlated with the variables or with the groups in the factor analysis.

(4) Correspondance factor analysis Correspondance factor analysis, developped by Benzecri (1973) is a non parametric technique of statistic analysis for extracting structures from an exhaustive and homogenous set of data. These structures can be obtained and characterized by factors which allow to define relations and oppositions between variables or cues, and to regroup or to situate the subjects concerned by these variables.
account because they do not explain the differences between the four groups.

* Factor 1: Negative and positive identity. (participation to inertia: 10.53%)

This evaluational factor (5) mostly accounts for the opposition between the positive self-image classes (pole F1-) and the negative self-image classes (pole F1+). It also takes into account, to a lesser extent, but along the same lines, the positive and negative dimensions of the aspiration level. Along this evaluational factor, the four groups were classed from a more negative self-esteem to a more positive self-esteem in the following order: control girls, "social case" girls, control boys and "social case" boys.

* Factor 4: Positive and negative aspiration. (participation to inertia: 7.41%)

This factor can be considered as being complementary to factor 1 as it puts forth the more average self-image scores (pole F4+), which were not well correlated with factor 1. However, it is also strongly associated with positive (pole F4-) and negative (pole F4+) aspiration. This factor allowed to class the four groups of subjects with regards to their desired achievement level, in increasing order: "social case" girls, control girls, "social case" boys and control boys.

* Interaction between the two factors (F1/F4)

Analysis of the factorial projection constituted by these two factors allowed to retain the following facts:

The "social case" boys are grouped in the positive self-esteem and aspiration quadrant (quadrant III), while the "social case" girls are found along the negative aspiration and average self-esteem pole (quadrant II). The control group adolescents, girls and boys, are located in the negative self-esteem and positive aspiration quadrant (quadrant IV).

(5) cf. Tap, 1985, p. 27.
We can also note that identification with the father or with peers orients identity in a positive way, while identification with either one of the parents is linked to a good aspiration level. Identification with a brother or sister or with a peer orients the aspiration level negatively, while identification with a brother or sister is associated with negative or average self-esteem.

DISCUSSION

1. The "social case" boys have a good self-image, and a more or less positive aspiration level. The structure of the variables obtained by factor analysis can lead to think that there is a relationship between this two-fold positive image (self-esteem and aspiration) and identification with the father. However, this is not the case for "social case" boys, who feel to be better perceived by the mother than by the father, and identify themselves more often with the mother (6). These results contradict our hypotheses and also anterior studies indicating the active function of negative identity in delinquents and in delinquent immigrants (Algan, 1980; Malewska-Peyre et al., 1982; Tap and Kerbel, 1984). One can interpret them with the hypothesis that the adolescent rejects the father image and replaces it with a privileged relationship with the indulgent mother. However, the separation between the positive images and the aspirations on one hand, and perturbed behavior on the other, leads us to advance the hypothesis that a tendency to compensate for feelings of inferiority related to the inversed identification (to the mother) leads to a conscient affirmation of an idealized image of power, or to an affirmation through transgressive acts.

2. The "social case" girls present more or less negative or average images (except for the future self-image), a low aspiration level and the reject of

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(6) The "social case" boys identify massively with the mother (53% compared to 20% with the father), while the control boys identify themselves mostly with the father (42.8% compared to 21.4% with the mother).
parental identifications, preferring identification with a sister or with boy friends (7).

The psychological crisis in this group is conscient and "depressive". Difficulties in the relationship with the mother could explain in particular the decrease in the social image via the mother, and the refusal to identify with her. The tendency of the "social case" girl to esteem the future self-image therefore appears as an unrealistic compensation, if one takes into account their difficulties in assuming a high aspiration level. The "social case" adolescents feel that they are better perceived by the parent of the opposite sex, while the girls of the control group feel more esteemed by the parent of the same sex.

CONCLUSION

The social characteristics are highly linked with the sex-related characteristics. One could even say that the sex-related characteristics are more determinant than the social characteristics. Social handicap does not have the same effect on boys' personalities as on girls'. These findings accentuate the necessity for an analysis on the relationship between social handicap and identity and identification processes with regards to the oedipian mechanisms. The fact that "social case" adolescents (boys and girls) choose as an admired model the parent of the opposite sex, shows that relations exist between categorial and emotional identification conflicts on one hand, and socio-relational handicaps on the other. If normative identification is an essential condition for an adapted social behavior, it is logical to class asocial behavior

(7) The "social case" girls select more often a non parental model among sisters, or among their peers, identifying themselves either with a sister (28.5%), with a boyfriend (21.4%) or with a girlfriend (14.2%), rather than with a parental model (14.2% with the mother, 0% with the father). The control girls identify themselves more with their parents (mother 31.6%, father 21%), although they do choose non parental models (48%).
to identification anomalies" (Lagache, 1950, in Selosse, 1980).

The fact that "social case" boys have a esteemed conscient self-image indicates a refusal of their condition and an illusory search for power. As for the "social case" girls, they manifest depressive attitudes.

We also remarked significant contradictions in the "social case" boys, who, while adopting an image of power, related to a father figure, do not identify themselves with their real father as might be expected, but with their mother. The self-image that they present is false.

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